

ENGLISH LANGUAGE ARTS STANDARDS

GRADE 1

First grade students are engaged in literature-rich learning experiences to develop an awareness of print materials and media as sources of information and enjoyment. Students continue to grow in language development through reading, writing, listening, speaking, and media literacy that will develop lifelong learning skills. First graders learn from reading authentic literature such as fiction, nonfiction, and poetry and by exploring informational texts that reflect cultures, experiences, and ideas. The English language arts curriculum encourages and supports personal growth through guided reading and writing, use of the writing process, development of independent reading, and the integration of deep learning proficiencies (DLPs).

READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
1.RL.1	Ask and answer questions about key details in a text.
1.RL.2	Retell stories, including key details and demonstrates understanding of their central message or lesson.
1.RL.3	Describes characters, setting, and major events in a story using key details.
Craft and Structure	
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to senses.
1.RL.5	Identify major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
1.RL.6	Identify who is telling the story at various points in the text.
Integration of Knowledge and Ideas	
1.RL.7	Use illustrations and (text) details in a story to describe its characters, setting or events.
1.RL.8	No Standard #8 – it is not applicable to literature.
1.RL.9	Compare and contrast the events and characters’ response to events in familiar stories.
Range of Reading and Level of Text Complexity	
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity of grade 1.
CFSD1.RL.10	Read and respond to a variety of texts read with a group as shared reading.
READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
1.RI.1	With prompting and support, ask and answer questions about key details in a text.
1.RI.2	Identify the main topic and retell key details of text.
1.RI.3	Describe the connections between two individuals, events, ideas, or pieces or information in a text.
Craft and Structure	
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in text.
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
1.RI.7	Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text.
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity	
1.RI.10	With prompting and support, read informational texts appropriately complex for grade one.
AZ.1.RI.10	With prompting and support, read functional text including history/social studies, science, and technical text appropriately complex for grade one.
CFSD1.RI.10	Read and respond to informational text read with a group as shared reading.
READING STANDARDS FOR FOUNDATIONAL SKILLS	
Print Concepts	
1.RF.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) and lowercase letters of the alphabet.
Phonological Awareness	
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends and digraphs. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CFSD 1.RF.2	Segment phonemes in one- and two-syllable words.
Phonics and Word Recognition	
1.RF.3	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team (vowel digraph) conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
CFSD1.RF.3	<ul style="list-style-type: none"> a. Apply knowledge of word patterns and letter-sound correspondence (i.e., blends, consonant digraphs, vowels, onsets, and rimes) to decode unfamiliar words. b. Read common sight words in isolation and in context with automaticity (i.e., Fry Words 21-100). c. Read common contractions and identify the words that comprise them (e.g., I'm/I am, I'll/I will, can't/can not).
Fluency	
1.RF.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text (narrative and informational) orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CFSD.1.RF.4	<ul style="list-style-type: none"> a. Read with fluency and accuracy at a rate > or = to 69 words per minute, using punctuation appropriately and expression to demonstrate meaning. b. Reread and self-correct using cueing systems: semantic/meaning, graphophonic/letters and sounds, syntactic/grammar.

WRITING STANDARDS	
Text Types and Purposes	
1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about a topic, and provide some sense of closure.
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	
AZ.1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <ul style="list-style-type: none"> a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
Research to Build and Present Knowledge	
1.W.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SPEAKING AND LISTENING STANDARDS	
Comprehension and Collaboration	
1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CFSD 1.SL.5	Use a variety of formats to enhance a presentation (i.e., visual arts, drama, or digital tools).
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 on page 26 for specific expectations).
CFSD 1.SL.6	Use appropriate volume and language to express thoughts, feelings, or opinions about a topic or event.

LANGUAGE STANDARDS

Conventions of Standard English	
1.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all upper- and lower case letters (using correct formation and spacing). b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs (subject/verb agreement) in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, presents, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)
AZ1.L.1	Write multiple sentences in an order that supports the main idea.
1.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences (e.g., declarative, interrogative, exclamatory). c. Use commas in dates, and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.L.3	No I.L.3 at Grade 1
Vocabulary Acquisition and Use	
I.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking). <p>CFSD d. Alphabetize a series of words to the first letter.</p>
I.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
I.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because).